



Leading Literacy, Growing Equity: How School Leaders Can Improve Reading Instruction for All Students

Viewing Guide

Presenters:

- Dr. Doug Fisher
- Kareem Weaver

Intended Use

This viewing guide is intended to be used by educators when viewing the 2022 Literacy Academy keynote conversations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

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Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

Before Viewing: Discussion Questions

1. What comes to mind when you think about equity and literacy?
2. What steps or strategies have you taken to increase equity in reading achievement between subgroups of students at your school?
3. What data sources have you drawn on to examine equity between subgroups? What data sources might you need that you are not currently using?

During Viewing: Discussion Questions

Pause the recording at the times indicated below to discuss each question.

1. Mr. Weaver says “If we just make it relevant to the child’s life, everything thing will be alright....that’s wonderful, that’s an accelerator. And in many cases it’s a necessary condition to get kids motivated, engaged....but there are some things that we know if we don’t have them as core components of an effective reading program the majority of kids won’t get where they need to go.”
 - How can you support educators in designing instruction that is both “relevant to the child’s life” and has the “core components of an effective reading program”? (10:43)
2. Consider some of the initiatives you have undertaken to improve literacy in your building. Would you say the teachers have bought in to these initiatives or are simply complying with them? Are there strategies that Dr. Fisher and Mr. Weaver share that might help to increase buy in? (31:18)
3. Consider your building or district. What are some ways educators display their high expectations for students? What are some ways you can support educators in your building or district to increase their expectations for students? (37:19)
4. Are there strategies or programs that you should consider “de-implementing”? What would be the next steps? (53:00)

After Viewing: Discussion Questions

1. What changes or shifts did this video help you to identify that you need to make in your building or district? What are your next steps to implement these changes or shifts?
2. Identify 2-3 tangible next steps you can take to increase equity in literacy outcomes in your building or district.

Conversation Notes

- Hattie, J. (2009). *Visible learning: A synthesis of over 800 Meta-Analysis relating to achievement* (1st Ed.). Routledge.
- [AIM Institute Pathways to Literacy Leadership](#) (Website)
- [International Dyslexia Association](#) (Website)
- [International Literacy Association](#) (Website)
- Bronfenbrenner, U. (1981). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- [Casualties of War: Reading Science Denial and Racism’s Impact on African American Children](#) (Webinar)